 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Mr. Hathaway **Lesson #: 2** **Facet:** Interpretation, Empathy

**Grade Level:**9-12 **Numbers of Days:** 4-5

**Topic:** Revolutionary Era

**PART I:**

**Objectives**

**Student will understand that**the Revolution had different effects on the economy and there were very many pivotal points in the Revolution in shaping America.

**Student will know**about French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord, Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington and sequence and timeline of events.

**Student will be able to**make sense of the different ways the economy was impacted during the revolution and

be open to the lives that woman, slaves and Native Americans lived.

**Product:**Timeline and Fakebook/Slideshow

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**

**Maine Learning Results**

**Content Area:** Social Studies

**Standard Label:** E. History

**Standard:** E1 Historical Knowledge, themes, and patterns

**Grade Level Span:** Grade 9-Diploma "The Revolutionary Era, 1754-1783"

Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

**Performance Indicators**: a,b,c,d

**Rationale:**Students will be looking at many different aspects and turning points in the Revolution and how it shaped America as well as proving there were many different points of view.

**Assessments**

**Pre-Assessment: (Lesson 1 only)**

**Formative (Assessment for Learning)**

**Section I – checking for understanding strategy during instruction**

I will be using exit cards to help solidify some facts to help with the persuasion maps they will do for a graphic organizer. I will also include Oral Questioning to make sure students can ask questions to clarify as well as answer questions to get as much out of this lesson as possible.

**Section II – timely feedback for products (self, peer, teacher)**

I will use a checklist to evaluate the progress, depth and consistency of the exit cards and questions to make sure they aren't fluffing it and have info for the graphic organizers. For the products students will do a student reflection.

**Summative (Assessment of Learning):**

**Timeline (1776)** Students will create a timeline where they put their interpretation of significant events that impacted the Revolution. They will go off of the information that we have covered from books and other lessons. This will be a project that overlaps and is open ended and up to them which events they include. They will pick 10-15 events and use an app where they can add pictures and a detailed description of the events that they plot. This should help them with their technology skills and should help them learn how to find information over fluff. Through this is should help them with their research skills as well because they can go pack and find new information or expand upon what we have done in class.

Or

•**Slide show (1776)** If students choose to make a slide show they will be making slides of diary entries or a biography slide show. Students will take a character from the Revolution and go in depth about their lives, or make up a character and talk about what their life would be like based on who they are during this time. This will help them on their final project because they will be doing almost the same thing, but if they use Native Americans here they can't on their final project, this goes for Slaves and Woman as well. An extra they have here would be if they chose to be a Patriot, Loyalist, Mob member or leader of some sort they can write letters home or to someone from their point of view. The objective here is to teach students to step into someone else's shoes and write in a different point of view.

**Integration**

**Technology (SAMR):**

Since the students will be doing a Slide show or Timeline on how different things shaped America it will fall under Modification. The students will be using different audio sound effects as digital images to take on a role and demonstrate life and key points in these times. It changes a simple lecture or conversation into a real life thing if they take the roles of someone from the past.

**Content Areas:**English: Students will be doing a lot of writing from scripts to biographies or informative pieces.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will be using the T-Chart and persuasion map to gain information and knowledge for the Mix Freeze Pair Cooperative learning. The graphic organizers will help them get info so they can sustain conversation in the pair.

**Section II – Groups and Roles for Product**

The slideshow and Facebook slideshow will be individual, but the class conversations will be in groups. The Cooperative learning should help them gain an understanding and help give their peers ideas while keeping an open mind to get info for their final projects.

**Differentiated Instruction**

**MI Strategies**

**Verbal:** When students present the final product they will be able to speak in front of the class. The Checking for understanding of questioning will also help accommodate for verbal learners.

**Logic:** Logical learners will enjoy the fact they can ask questions or answer questions during the exit ticket portion of the lesson.

**Visual:** Visual learners will be able to see all of the important events in comparison just from the Timeline if they choose to do so.

**Musical:** While making the Fakebook or Timeline they can research important or key music on the rise during these times.

**Kinesthetic:** Being able to walk around during the questioning or exit ticket portion while asking or answering questions will help kinesthetic learners.

**Intrapersonal:** Being able to self evaluate themselves or work on the project alone will help these types of learners.

**Interpersonal:** Being able to converse with other students.

**Naturalist:** Researching the different lives and being able to become a character through dressing up or adapting to a different environment.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

For students that are absent are expected to follow the standard procedure. If a student is absent during this lesson students must look in their folder for handouts or check the website to do what they can and see what they missed. If there are extenuating circumstances students can come meet with me and discuss a new plan for what they missed during the lesson. (Refer to syllabus)

**Extensions**

**Technology (SAMR): Gifted Students:** To get this to Redefinition I will make them upload their slideshows to a website so people can see the biography they made. For the timelines they will use an app and incorporate pictures and sounds into the timeline when they click on each important date.

**Materials, Resources and Technology**

*List all the items you need for the lesson.*

Microphones

iPads

Headphones

Graphic organizer

Printed readings

**Source for Lesson Plan and Research**

*List all URL and describe.*

http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=5 Has a list of people and biographies to give all information about any of the people.

http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=4 Timeline of events and significance of each event.

http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=6 Has some music ideas that students can use.

http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=11 Text books and handouts.

http://www.eduplace.com/graphicorganizer/pdf/tchart\_eng.pdf Graphic organizer

http://edu221resources.wikispaces.com/file/view/cooperative\_learning\_strategies.pdf Cooperative learning.

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*

**Describe your classroom arrangement:** Classroom arrangement will consist of students in small groups sitting in a square. I will be able to see everyone from my desk or the front of the room.

**Agenda (include days and times)**

Day 1

Overview (Connections, Background information and opening activity about ripple effects) 30 minutes.

Discussion about causes and affects from their lives. 15 minutes.

Go over website to get readings and information. 20 minutes.

Questions and Exit cards. 15 mins

**Assignment:** Read and Reflect about a person of choice in the Revolution from the list of options.

Day 2

iPad introductions on iMovie and Trailers. 50 mins.

Go over how a timeline works and download the app and explore. 30 mins.

**Assignment:** Make a timeline of something significant in their lives (Sports teams, Favorite books that have come out, New technologies)

Day 3

Class discussion/presentation on different turning points of the Revolution 40 mins.

Start working on projects 20 mins.

Exit activities/Clearing up 20 mins

**Assignment:** Work on the projects

Day 4

Work on timeline and Trailer 80 mins

**Assignment:** Continue working on project.

Day 5 Presentations and Reflections.

**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)

Students will understand that the Revolution had different effects on the economy and there were very many pivotal points in the Revolution in shaping America. You need to know that America went through very many changes and wasn't made over night, just like everything else in life there were key points in shaping it into what it is today. *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.* The Pre-Assessment will be taken during the first lesson. I am going to hook my students in by once again relating different things to their lives. Everyone experiences change and I think if they can take a step back and evaluate the changes in their lives that could have gone one way or another to see why they are who they are today then it should be helpful for them to relate to the Revolution. Changes impact everything, it is a ripple effect that can change the course or path of anyone or anything.

**Where, Why , What, Hook Tailors:** Interpersonal, Naturalist, Logic, Verbal

Students will know about French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord, Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington and sequence and timeline of events. (**See content notes)** I will be using the graphic organizers Persuasion map and T-Chart. These will help explore content and lead to critical thinking. The persuasion map will help them work on convincing others about specific points and will help down the road linking with other assignments. A T-Chart will just be there to help kids put stuff into perspective. Mix Freeze pair activity will help students get up and moving while talking to the other students developing new ideas relating to content and keeping them engaged. Exit cards will help me assess the student’s weakness and oral questioning will help make sure they never leave the classroom not understanding something. With these checking for understandings hopefully they keep thinking when they leave the class and can email to clarify, but also keep them always wanting more knowledge.

**Equip, Explore, Rethink, Tailors:** Interpersonal, Naturalist, Logic, Verbal, Kinesthetic

Students will be able to make sense of the different ways the economy was impacted during the revolution and

be open to the lives that woman, slaves and Native Americans lived. Students at this point will be able to know how to use their iPads at a decent level. We will do a couple training assignments in class and a homework assignment to get familiar with apps and how to make a trailer. The final product will help the students gain an understanding on an important character during these times. They will have a chance to add music from the time period in their trailer as well as the content. Some students may end up creating fictional characters with the research that we have done throughout the lesson in order to create a Fakebook on that character. Students are doing this product individually so students will not be grouped unless it is for the Mix, Freeze, Pair and that is an activity where they walk around the room and mingle and when I say freeze I pair them with who I want that is near them in the area. I will have students do a self assessment by completing a checklist to evaluate themselves and then write a reflection on the process of how hard they worked and their experience throughout the process. Students will have class time to edit their products and if they need to they can try to earn extra points back after the assignment has been turned in.

**Experience, Revise, Refine, Tailors:** Interpersonal, Naturalist, Logic, Verbal, Kinesthetic, Musical, Intrapersonal, Visual

For feedback I will be using Teacher,Self. I will use a rubric to score the product based on a performance based criteria and then maybe incorporate class time and effort into the rubric. This assignment is a building block for the rest of the assignments because it has a crucial amount of technology within it as well as the overview of information that will all carry over to the final product.

**Evaluate, Tailors:** Verbal, Interpersonal, Intrapersonal

**Teacher Content Notes**

Students will know….. French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord, Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington and sequence and timeline of events.

Boston [Tea Party](http://www.history.com/topics/american-revolution/boston-tea-party)

-Students will use this site to watch videos and read different stories of the Boston Tea Party. They will compare the readings from handouts in class to the different information they gain from the information they get from the readings and videos on this website. The information gained here will help them distinguish fact from fiction.

Stamp Act, Sugar Act [and Tea Act](http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=3)

-Students will use this site to gain insight into the different events leading up to the Revolution. This will allow them to gain insight on what exactly the act was and when it happened. They will have enough background information that they can put it into perspective and use it later on in their project to discuss why the economy may have been affected the way it was and how people may have reacted to the different scenarios that happened. The web sight has each Act hyperlinked so they can read the actual document.

[Sons of Liberty](http://www.history.com/shows/sons-of-liberty)

This is a little extra reading and background information given for an assignment for extra readings and will help them practice drawing important facts from resources.

**[Error! Hyperlink reference not valid.](http://%20http//www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=5)**

This link will allow students to gain any background information that they need to learn about significant people to help with their movie trailers or timelines.

**Handouts**

*List the items that need to be printed out for the lesson.*

<http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf> Graphic organizer

<http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf> Cooperative learning.

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** *There is a set schedule so clipboards will like the fact they know what they will be doing and when they are expected to have it done.*

***Microscope:****The need to ask why and look for a reason will be good in classroom discussion and critical thinking.*

***Puppy:****Classroom environment will be very comfortable and they will be able to work with peers if needed*

***Beach Ball:****Beachballs will have more fun with the project aspect because it is pretty open ended as far as what they are limited to for the project and what they can include. They just need to hit the target areas.*

***Rationale:***This lesson plan follows each of the learning styles for students to be able to learn effectively and for each student to have a voice in the conversations and contribute in their own ways without coming out of their comfort zones.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:***The checking for understanding will help students target specific areas where they need help and they will gain a better understanding.

***Summative:***

•**Timeline (1776)** Students will create a timeline where they put their interpretation of significant events that impacted the Revolution. They will go off of the information that we have covered from books and other lessons. This will be a project that overlaps and is open ended and up to them which events they include. They will pick 10-15 events and use an app where they can add pictures and a detailed description of the events that they plot. This should help them with their technology skills and should help them learn how to find information over fluff. Through this is should help them with their research skills as well because they can go pack and find new information or expand upon what we have done in class.

Or

•**Fakebook Slide show (1776)** If students choose to make a slide show they will be making slides of diary entries or a biography slide show. Students will take a character from the Revolution and go in depth about their lives, or make up a character and talk about what their life would be like based on who they are during this time. This will help them on their final project because they will be doing almost the same thing, but if they use Native Americans here they can't on their final project, this goes for Slaves and Woman as well. An extra they have here would be if they chose to be a Patriot, Loyalist, Mob member or leader of some sort they can write letters home or to someone from their point of view. The objective here is to teach students to step into someone else's shoes and write in a different point of view.

***Rationale:***

*This Lesson includes different assignments from work that will be graded and some that is ungraded. The summative assessment will assess use of technology and content knowledge and the other assessments cover participation and stepping stones along the way.*

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***Students will know about French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord, Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington and sequence and timeline of events. The Mix freeze pair will help students review information and gain a new perspective from other classmates. The final products of timeline and Fakebook will assess a student’s ability to put events in order and understand significance and let them step into the shoes of people they are learning about.

***MLR or CCSS or NGSS***

**Maine Learning Results**

**Content Area:** Social Studies

**Standard Label:** E. History

**Standard:** E1 Historical Knowledge, themes, and patterns

**Grade Level Span:** Grade 9-Diploma "The Revolutionary Era, 1754-1783"

Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

***Facet:*** Interpretation, Empathy

***Rationale:***This lesson is designed for students to gain knowledge and be able to put it in order in a significant way. They will also be able to step into someone else's shoes and see how others feel.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Verbal:** When students present the final product they will be able to speak in front of the class. The Checking for understanding of questioning will also help accommodate for verbal learners.

**Logic:** Logical learners will enjoy the fact they can ask questions or answer questions during the exit ticket portion of the lesson.

**Visual:** Visual learners will be able to see all of the important events in comparison just from the Timeline if they choose to do so.

**Musical:** While making the Fakebook or Timeline they can research important or key music on the rise during these times.

**Kinesthetic:** Being able to walk around during the questioning or exit ticket portion while asking or answering questions will help kinesthetic learners.

**Intrapersonal:** Being able to self evaluate themselves or work on the project alone will help these types of learners.

**Interpersonal:** Being able to converse with other students.

**Naturalist:** Researching the different lives and being able to become a character through dressing up or adapting to a different environment.

Modification: Slideshow, Timeline

***Rationale:***

*Each lesson tries to tend to a different learner and their needs all learners are different so the more you incorporate the better.*

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:****I chose all of these because it is good to try to assess or tap into many of these. I try to reflect on all of these through the classwork, project and lesson.*

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:****A,B,C,D all of these are targeted by students in this lesson because of the technology use and structure in the classroom. Students are taught how to use it and in what way to use in efficiently but can be creative with the process.*